

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Windham Middle School

District: RSU 14

Code: 3162-1437



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				215	31	14	139	65	32	15	13	6	748	253	14	64	16	7	748	13,579	14	55	21	10	746	
MATH				215	47	22	98	46	43	20	27	13	744	253	23	45	18	13	744	13,583	20	39	21	20	742	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

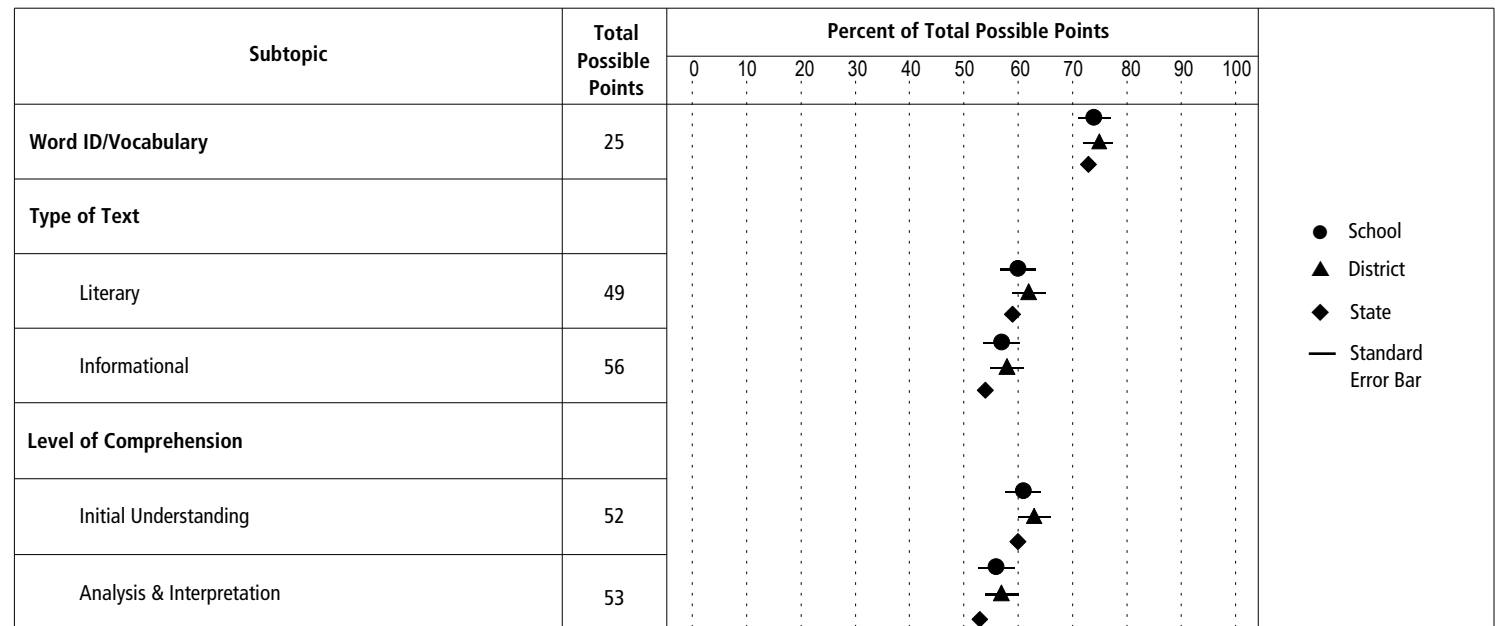
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				229	18	8	145	63	51	22	15	7	746
2011-12				177	10	6	105	59	47	27	15	8	744
2012-13				215	31	14	139	65	32	15	13	6	748
Cumulative Total				621	59	10	389	63	130	21	43	7	746
District													
2010-11				280	20	7	175	63	66	24	19	7	745
2011-12				226	11	5	132	58	65	29	18	8	743
2012-13				253	35	14	161	64	40	16	17	7	748
Cumulative Total				759	66	9	468	62	171	23	54	7	745
State													
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13				13,579	1,968	14	7,413	55	2,877	21	1,321	10	746
Cumulative Total				41,381	5,258	13	23,038	56	9,129	22	3,956	10	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				215	31	14	139	65	32	15	13	6	748	253	14	64	16	7	748	13,579	14	55	21	10	746
Gender																									
Male				103	6	6	67	65	21	20	9	9	744	120	7	63	22	8	744	6,921	9	53	26	13	743
Female				112	25	22	72	64	11	10	4	4	751	133	20	64	11	5	751	6,658	21	56	17	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						201	11	55	23	11	745
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										2						108	8	54	24	14	743
Asian				3										3						201	21	58	11	10	749
Black or African American				5										5						391	7	39	26	28	738
Native Hawaiian or Pacific Islander				0										1						18	17	72	11	0	750
White				200	30	15	128	64	31	16	11	6	748	236	14	63	17	6	748	12,480	15	55	21	9	746
Two or more races				4										4						180	12	52	25	12	744
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										3						374	2	34	29	36	734
Former LEP student - monitoring year 1				0										0						38	16	79	5	0	753
Former LEP student - monitoring year 2				0										0						44	32	59	5	5	755
All Other Students				212	31	15	137	65	32	15	12	6	748	250	14	64	16	6	748	13,123	15	55	21	9	746
IEP																									
Students with an IEP				25	0	0	2	8	12	48	11	44	730	35	0	6	51	43	729	2,203	1	22	39	38	732
All Other Students				190	31	16	137	72	20	11	2	1	750	218	16	73	10	1	751	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students				73	6	8	43	59	16	22	8	11	743	86	7	58	22	13	743	6,641	7	50	28	15	742
All Other Students				142	25	18	96	68	16	11	5	4	750	167	17	66	13	4	750	6,938	21	59	15	4	750
Migrant																									
Migrant Students				0										0						1					
All Other Students				215	31	14	139	65	32	15	13	6	748	253	14	64	16	7	748	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services				0										0						2,446	8	48	31	13	742
All Other Students				215	31	14	139	65	32	15	13	6	748	253	14	64	16	7	748	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan				16	2	13	7	44	5	31	2	13	745	18	11	44	33	11	744	451	10	54	30	7	745
All Other Students				199	29	15	132	66	27	14	11	6	748	235	14	65	14	6	748	13,128	15	55	21	10	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

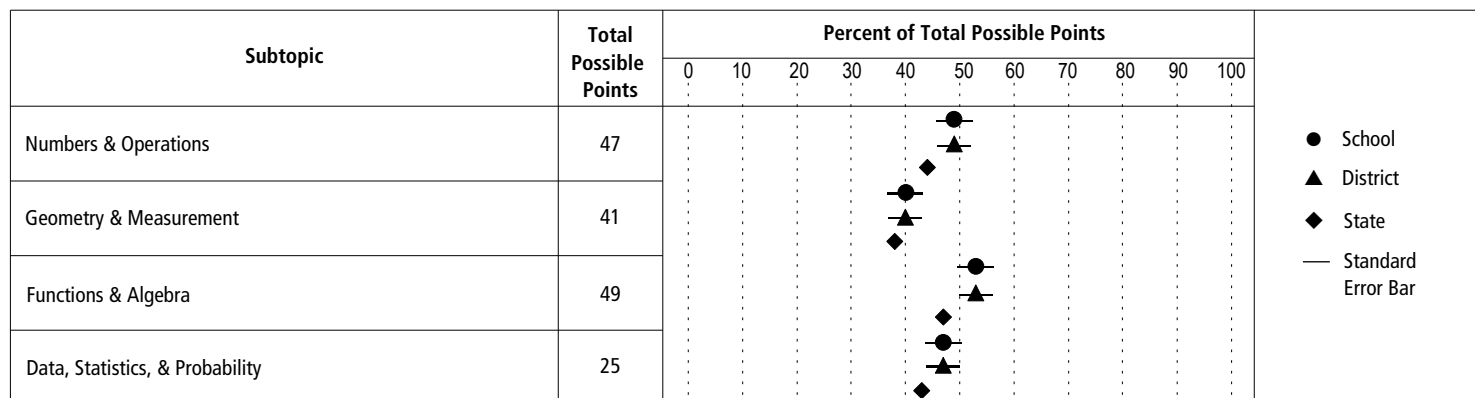
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				230	37	16	115	50	39	17	39	17	743
2011-12				178	43	24	74	42	32	18	29	16	744
2012-13				215	47	22	98	46	43	20	27	13	744
Cumulative Total				623	127	20	287	46	114	18	95	15	744
District													
2010-11				281	49	17	130	46	52	19	50	18	743
2011-12				227	56	25	92	41	39	17	40	18	744
2012-13				253	59	23	114	45	46	18	34	13	744
Cumulative Total				761	164	22	336	44	137	18	124	16	744
State													
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13				13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total				41,447	7,853	19	16,704	40	8,522	21	8,368	20	742





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				215	47	22	98	46	43	20	27	13	744	253	23	45	18	13	744	13,583	20	39	21	20	742
Gender																									
Male				103	25	24	46	45	17	17	15	15	745	120	25	44	17	14	745	6,922	20	38	21	21	742
Female				112	22	20	52	46	26	23	12	11	744	133	22	46	20	13	744	6,661	19	40	21	19	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										2						108	13	35	28	24	740
Asian				3										3						202	35	34	18	13	746
Black or African American				5										5						398	4	25	25	46	733
Native Hawaiian or Pacific Islander				0										1						18	22	56	17	6	748
White				200	46	23	91	46	37	19	26	13	744	236	24	45	17	14	744	12,472	20	40	21	19	742
Two or more races				4										4						179	16	44	17	23	741
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										3						387	3	21	24	52	731
Former LEP student - monitoring year 1				0										0						38	26	53	18	3	748
Former LEP student - monitoring year 2				0										0						44	36	45	14	5	749
All Other Students				212	47	22	97	46	41	19	27	13	744	250	24	45	18	14	744	13,114	20	40	21	19	742
IEP																									
Students with an IEP				25	1	4	3	12	6	24	15	60	733	35	3	14	20	63	732	2,198	3	14	21	62	730
All Other Students				190	46	24	95	50	37	19	12	6	746	218	27	50	18	6	746	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students				73	7	10	33	45	20	27	13	18	741	86	14	41	24	21	741	6,647	10	35	25	30	738
All Other Students				142	40	28	65	46	23	16	14	10	746	167	28	47	15	10	746	6,936	29	43	17	11	746
Migrant																									
Migrant Students				0										0						1					
All Other Students				215	47	22	98	46	43	20	27	13	744	253	23	45	18	13	744	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services				0										0						2,448	9	34	29	28	738
All Other Students				215	47	22	98	46	43	20	27	13	744	253	23	45	18	13	744	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan				16	4	25	5	31	3	19	4	25	744	18	22	33	22	22	744	451	18	41	25	16	743
All Other Students				199	43	22	93	47	40	20	23	12	744	235	23	46	18	13	744	13,132	20	39	21	20	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.